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The relationship between a child's language development and a stimulating classroom environment is discussed.

A program for non-English speaking preschool children enables these children to understand and communicate with their teachers in the first grade. The program consists of 400 basic English words taught in a six or eight week period immediately preceding entry into the first grade.

A list and discussion of effective children's books for bilingual students is presented. The Careers for Youth organization program combats the dropout problem among children from the low economic area in Phoenix, Arizona. This program motivates Mexican-Americans, Negroes, and Anglo Americans. Engineers, nurses, and lawyers visit the students; students visit factories, hospitals, and the courthouse. Funds are supplied to those who cannot afford to buy books.

Real experiences provide more understanding of the English words than do pictures or descriptions. Bilingual children must become involved in such real experiences as washing hands and conversing about their experiences.

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Office of Education

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MAY 1963

THE A B C NEWSLETTER

OPENING THE DOOR TO THE TEACHING OF ENGLISH AS A SECOND LANGUAGE

DEAR MEMBERS:

This issue of the Newsletter, is mainly devoted to the language problems of the bilingual student.

You will find articles of interest, written by people, who have spent many years in this field. We appreciate the fine contributions.

Sincerely yours,

GRACE BLOSSOM

MARY M. WEBB

ED002516

EDITORIAL

"The limit of my language-
is the limit of my world."

Perhaps we are not striving for excellence, either in ourselves, or with those whom we teach. It is so easy to say, "Oh, he cannot learn." So what is done? Juan is put in a corner, and what he gets, he gets. What does the individual teacher do to find out Juan's level? Where can he begin and how many teachers try to find out what he is; what is his background, and what is the emotional climate in the home? Why is his behavior as it is, and why can't he communicate? But can one teacher communicate with Juan? Many cannot, and do not try. They, themselves, are too rigid. The ego might be disturbed.

Language development accompanies the general all around development of the child. If the child is happy in school, and is enjoying many pleasurable experiences, he grows. If he is unhappy and repressed, his intellectual growth is retarded. It would seem that the challenge would lie in a classroom environment sufficiently stimulating to expand the child's vocabulary and to stretch his language powers--to furnish positive help in the use of language and listening, in direct relationship to all experiences of the school day.

One problem in the Elementary school is concerned with the fourth grade pupil. This pupil is not prepared for the fine print, the advances in vocabulary, and the voluminous reading materials presented to him. His vocabulary and concepts are still limited, and in many cases, the home language is that of impoverishment.

In summary, the preceding promise needs no defense; we need a greater professional interest on the part of the teacher. The future of any people is dependent upon how they treat their youth. It is possible that there are no poor students, just unmotivated ones, and the schools reflect the mores and needs of the community. Many barriers will be lifted by language command, and the child who cannot bring meanings to symbols, will not learn. Concepts develop with experiences, and reading is an entirely individual process. The changes in present teaching approaches are exciting.

Grace Blossom & Mary Webb

SECTION 1

VOTE OF THANKS

Dr. Lewis Allbee, Assistant Superintendent for Educational Services, of the Phoenix Union High Schools and College System writes:

Although we have a good many bilingual students in our high schools, they are not so great a problem to us as to the elementary teachers, for by the time they reach high school, they have had at least eight years of English in the elementary schools.

We group students in all of our schools into Special Education, C-Level, Regular Level, and A-Level classes. A bilingual student might fit into any one of these sections depending upon his natural ability, his record of achievement, standardized test scores, and the recommendation of his previous teachers. We have no classes specifically planned for bilingual students who have difficulty in speaking, reading, or understanding the English language. But may I remind you that we have very few Indian students. If we had more Indian students, we might have to set up some special bilingual classes, for whether they understand English or not, many of them seem to be deficient in communication skills. I have had a senior boy from the Phoenix Indian School over the past two weekends, and although he tells me that all of his grades are one's and two's, I notice that it was not too easy for him to communicate or to understand me when I was talking to him. This might be explained by his natural shyness, however, I believe it may be contributed to a natural lack of verbal facility.

I regret that I have nothing very exciting to report to you other than my thanks and appreciation for all that you and the Arizona Bilingual Council are doing to promote better understanding for our bilingual children who need help.

Sincerely yours,
Lewis Allbee
Ass't. Supt. for Educational Services

V O C A B U L A R Y T S H I F

For many years primary teachers have been puzzled by the problem:

"Why do children move fairly smoothly through the first and second grades and part of the third grade, and then begin to stumble and show signs of academic retardation.

Many factors influence the educational development of a child. Perhaps one of the most definite and significant factor is that of the vocabulary shift that takes place between the talking vocabulary and the comprehension vocabulary. The average child has a well developed talking vocabulary by the time he starts school. The comprehension vocabulary contains words one must recognize and know the meaning of when he sees them in print.

SECTION 2

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Sincerely yours,
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Ass't. Supt. for Educational Services

VOCABULARY SHIFT

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Educators are recognizing more and more that a shift in vocabulary words that are already familiar to the child The upper grade readers move more and more to comprehension words that are seldom used in talking and often are not familiar to the child. The third grade teachers in Gilbert have developed a dictionary which they feel meet and help solve this problem of our school children.

Each new word that is presented in the reader is defined with one useful meaning. All words used in the definitions have been previously taught. Years of experience and research in actual classroom use have gone into the development of these dictionaries. It was found that they aided greatly in developing good comprehension of reading materials.

Annis Flake
Alice Crater
Teachers at Gilbert School

SECTION 1

Step 1

EXAMPLE
WORD LIST

1. exacerbates
2. axiomatic
3. cogitate
4. prodigious
5. prosage
6. persiflage
7. calibrating
8. toil
9. forte
10. daunt

Try This, What is Your Vocabulary Level?
??
?

Step 2

EXAMPLE
Dictionary Definitions

axiomatic — self-evident

calibrating--to fix, check, or correct the graduation

cogitate--to ponder, meditate

daunt--to frighten, intimidate

exacerbate--aggravate, make more intense

forte--one's strong point, that which one does best

persiflage--flippant conversation or writing

prosage--to give an omen, symptom or warning of

prodigious--wonderful, amazing

toil--snare or trap made of mesh or network

Step 3

EXAMPLE
TEST

1.	exacerbate	__	meditate
2.	axiomatic	__	wonderful
3.	cogitate	__	give a warning
4.	prodigious	__	trap made of mesh
5.	prosage	__	one's strong point
6.	persiflage	___	aggravate
7.	calibrating	__	fix graduation of
8.	toil	__	self-evident
9.	forte	__	flippant conversation
10.	daunt	__	intimidate

Step 4

EXAMPLE

My teacher, Mr. Jones, is a remarkable person. It is axiomatic that he is a prodigious individual. His force is to first cogitate everything he does. I don't intend to daunt you but I would be engaging in Persiflage if I didn't give you a prosage. You will be aware of this and will not be caught in a toil and only succeed in exacerbating Mr. Jones as you work with him in geology in calibrating the hill.

SECTION 2

Step 3

EXAMPLE
TEST

1.	exacerbate	__	meditate
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The purpose of this vocabulary test is to bring awareness of the vocabulary problems of the bilingual child.

* * *

"The important thing is not so much that every child should be taught, as that every child should be given the wish to learn."

NEED
INTEREST
! IDEA !

For a term project in Dr. Meador's The Bilingual Child at ASU, I chose to work on a dictionary for Spanish-speaking children. My intense interest in this particular area stems from two incidents: (1) the need for this type of dictionary as pointed out by Grace Blossom and Annis Flake, guest speakers for our class; (2) the need shown by ten Spanish-speaking children in my fifth grade at Cleveland Elementary School in Chandler.

The vocabulary list is taken from the basic reader, New Days and Deeds. The words used in definitions are those which the boys and girls have already experienced in previous grades in the Scott, Foresman Curriculum Foundation Series.

By compiling this dictionary, I hope to provide a simplified meaning for each word, so that the Spanish-speaking children who are still having difficulty with the English language will be able to attack word meanings independently and successfully. If this hope is even partially fulfilled, I shall feel amply repaid for my efforts.

Voda K. Staley
684 West Linda Lane
Chandler, Arizona

Ed. Note: If interested in this study, contact Mrs. Staley at her address.

****

From:
League of United Latin American Citizens
On:
THE BILINGUAL CHILD

Ex ts,

Their exists in the Southwestern part of the United States, a problem that is unique to this sector of the country. I refer to the citizens and immigrants of Mexican descent and their exclusive use of the Spanish language at home. What makes this unique is the fact that this exclusive use of Spanish has been carried on in general to the second and third generation, and in some extreme cases even to the fifth generation. No other segment of our population, regardless of their origin, will refuse to exchange their native language for that of their new home. or at least learn English as a second language.

SECTION 2

Veda K. Staley
684 West Linda Lane
Chandler, Arizona

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Why is

Problem!

Why does the person of Mexican origin refuse to abandon his native tongue? Perhaps it is because he feels that he has not left home and migrated to a new country, since most of this section once belonged to Mexico. And, although it has been well over a century since this territory was ceded to the UNITED STATES, there are still children in this section of the country who reach school age without ever hearing a word of English spoken in their home or even in their neighborhood.

This creates a grave problem for the child and starts him off at a great handicap, because even though he may be of normal intelligence, he is at a disadvantage for not being able to understand his teachers instructions or to communicate with him. How can this problem be solved or at least alleviated?

The State of TEXAS, under the supervision of the Texas Education Agency, has adopted a 'Pre-School Program for Non-English Speaking Children' which is, in the words of its Director, Dr. V. J. Kennedy, "...designed to bring a program of oral English to childfen from non-English speaking homes to enable them to understand and communicate with their teacher upon first grade entry." This program is patterned after a program which was the 'brain-child' of Mr. Felix Tejerina, a Texas business man, who because of his own sad experience in his school days, saw the urgent need of remedying the situation. (continued pg.5)

The Bilingual Child - (continued)

Mr. Tejerina's original program--which he called the 'School of 400'--consisted of a crash program of six or eight weeks duration, immediately preceeding the child's entering the first grade, that was designed to teach him a basic 400 English words which would enable him to understand and communicate with his teacher and schoolmates. In order to carry out this program, Mr. Tejerina sought the aid and support of the League of United Latin American Citizens (LULAC), of which he was a member and later became its national president.

You may doubt that a child at the age of six can learn an entirely new language in six or eight weeks, but children at this age are natural born mimics and quick to learn. The children are taught these basic words through the use of games and words associated with pidtures. If the Texas State Legislature could be convinced to adopt it into its school system, it could not be entirely without merit. Dr. Kennedy stated in a speech at the Mexican-American Seminar recently held in Phoenix that "We have been able to show rather conclusively that this program will actually save money for the state and local districts rather than cost money." He then read some rather impressive statistics, compiled by the Texas Education Agency over a period of years since they have adopted this program, to substantiate his claim.

The LULAC councils in the state of Arizona have adopted as their primary civic service project, the establishing of several of these 'Schools' in various communities or school districts throughout the state. They have been aided by several civicminded individuals, educators and organizations, but have carried on the program almost solely at their own expense. Their aim is to make the problem known to the general public and to arouse the interest of the parents, teachers, and school officials at all levels into working out some permanent program and solution, as was done in the state of Texas.

Mrs. Willie (Mina) Garcia
Chairman, Education Committee
Phoenix LULAC Council 284

*For more information, contact Mrs. Garcia at this address:
3232 W. Turny Ave. /CR-4-9270
Phoenix, Arizona

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NAME_____Date_____

Address_____

School_____Position_____

Subscription Rate: $1.00 per year
Send to: Mrs. Louella Logue, 1348 West 11th St., Tempe, Arizona

---

SECTION 2

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SEND IN AN APPLICATION FOR A FRIEND.

ABC APPLICATION FOR MEMBERSHIP

NAME _____ Date _____

Address _____

School _____ Position _____

Subscription Rate: $1.00 per year
Send to: Mrs. Louella Logue, 1348 West 11th St., Tempe, Arizona

ABC Book Corner

SECTION 1

I was happy for this assignment because of being a longtime lover and collector of fine children's books which I regard as very important. The teacher of bilingual children has a special need for books for herself-for she should seek books which will increase her sympathetic knowledge of the cultures of other peoples. Books for her bi-lingual children can increase appreciation of their own cultural heritage, or in a mixed group, the right books can help change prejudice to appreciation.

This all sounds rather heavy. But the beauty of a really artistic children's book is that it can take a "heavy" assignment, and handle it with such skill and charm, that one absorbs the "message" almost unconsciously--hence much more effectively.

I recently examined Books in Print, 1962, at the ASU library and discovered that many of my old favorites are still in print after thirty years or more. One such book is Perez and Martina by Pura Belpre, (F. Warne, N. Y. C.) It is a Porto Rican folk tale and its large, color ful illustrations by Carlos Sanchez are a delight. They are large enough to be seen by a roomful of children and the book has wide appeal. I have used it from grades one through five. For an art project older children love to copy the pictures, large, and in bright-colored crayon or chalk. An equally bright colored but smaller book about Mexico is The Painted Pig by Elizabeth Morrow. (Knopf)

Leo Politi has made a real contribution to Southwestern cultural backgrounds. He is author-illustrator of a whole series based on early California. His drawings are very appealing, and so simple that they will encourage both teacher and pupil to try such drawing, too. Some of his titles are:
Pedro, the Angel of Olvera Street (Mexican Christmas customs),
Song of the Swallows

ABC Book Corner (cont.)

For older children of Mexican descent, The Village That Learned to Read by Tarshis, (Houghton, $3.00) is a popular and thought provoking book. If partially read aloud to 5th and 6th graders it will inspire them to make attractive illustrations. It concerns life in a remote Mexican village. Paco of the Silver Mountain by the late Mr. Phelps of Arizona is an absorbing story and a picturesque account of life in the Mexican silver town of Taxco.

There are also many translations available. Peter Rabbit, sturdily bound and with the original Beatrix Potter illustrations, can be bought for $1.00 as Pedrin El Conejo Travieso. (Mr. McGregor becomes Tio Gregorio.) It is great fun to read this old favorite in Spanish.

There are also, many books planned for first exposure to a foreighn language such as Berlitz' Spanish for Children (Grosset & Dunlap, 1959), which has two old stories, Three Bears and Little Red Riding Hood, line-by-line, first in Englsih, then phonetic pronunciation-- then Spanish. My own Goldilocks y Los Tres Osos y Otros Cuentos pre-dates this by 14 years, being first copy-righted in 1945 and re-printed in 1955 by Banks Upshaw of Dallas.*

Almost everyone travels now, and since it is possible to go anywhere in the world in a day or two, everyone should be be-lingual if not multi-lingual-- partially at least. What is more important in our shrinking world than communication?

I have seen more recent selections which are important too. Unfortunately, at the time I did not take sufficient or permanent notes and so was unable to look them up in Books in Print. I

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Pedro, the Angel of Olvera Street (Mexican Christmas customs),
Song of the Swallows (About Mission Capistrano),
A Boat for Pepe, (about a Calif. fishing village)
and St. Francis and the Animals.
These can be ordered from Scribners and range in price from $2.50 to $2.95. Some of them are obtainable in Spanish.

Ann Nolan Clark has made another fine contribution concerning the life of Southwestern Indians.
In My Mother's House (Viking, N.Y.C.-1941, $2.00) is a poetic account of the way of life of the New Mexican pueblo Indian. It is illustrated by authentic Indian drawings, as are her more recent books of the Little Herder series. These are for the U.S. Indian Service, and are in both English and Navajo. Mrs. Clark's sensitive and beautifully cadenced prose has made her English seem to be almost an Indian dialect. (cont.)

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I have seen more recent selections which are important too. Unfortunately, at the time I did not take sufficient or permanent notes and so was unable to look them up in Books in Print. I would appreciate hearing from anyone of valuable books for the Bilingual field which could be mentioned in a later issue.

--Helen Harter

*Editors Note:
Helen Harter's Carmelo (Follett, Chicago-1962) concerns Mexican-American farm life in a Southwestern irrigated region.

She is also author-illustrator of English is Fun, a handbook for teachers of the non-English speaking beginner.

****

SECTION 1

A Fulbright Award

Grace Blossom

A Fulbright award is a very exciting experience. You get it piece meal so the interest never abates. After a long breath-holding period - you get a final assignment. In my case to the Podogogicia Feminina- a University located in Bogata, Columbia, So. America. But even this may change the letter says, so now we revert to the original award which states in simple two syllable words "to Colombia for ten conths begining July 1963." Purpose: A lectureship á in English as a second language.

Everyone says that Bogata is cold and to take plenty of warm clothes. After fifteen years in the Valley of the Sun who has warm clothes? But I am looking forward to it with eagerness and so is my entire family. Even my little granddaughters can say in future years "Grandmother was a Fulbright."

******

CAREERS FOR YOUTH

An Extraordinary Organization

SECTION 2

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******

CAREERS FOR YOUTH

An Extraordinary Organization

CAREERS FOR YOUTH has been referred to an an "extraordinary organization" and indeed it is. We might also add that it is staffed by some extraordinarily energetic people. Not one member of the staff of CAREERS FOR YOUTH is a professional person in that none of them are social workers, teachers or anthropologists. Yet CAREERS FOR YOUTH has set the pace in a unique program to combat the drop-out problem among children from the low economic area in Phoenix.

But let me take you back some 3½ years ago and introduce you to some of the people involved in laying the ground work for CAREERS FOR YOUTH. First of all there's Robert B. Choate, Jr. a civil engineer, several Phoenix educators among them Cussie Edwards Arlena Seneca, Gene Marin, Dr. Morrison Warren, Neil Sherman and O. L. Buchanan. Later on they were joined by Dr. John R. Kelly, a dentist; Walter Biddle, an engineer; Eli Schlossberg, a pharmacist and Cecil Pine, supervisor at an electronics plant. Together they drew up plans for a motivational program aimed at infusing ambition into the ambitionless and hope into the hopeless. After approaching the schools, especially schools in and close to the depressed sections of town and having received the sanction of school officials, Career Clubs were organized. Children were chosen for membership in these Career Clubs based on achievement (although not particularly the top 10% of the class), need for a third person to lead and acceptance by the Student Selection Committee of CAREERS FOR YOUTH. Purpose of the clubs was to show these children why they should stay in school, plan on attending college and what kind

of opportunities awaited them if they did. Engineers, nurses, lawyers, cosmetologists, architects, civil service personnel and others visited the Careers Clubs and told the students about their work. There were tours. Careers rented busses that drove Career Club members to factories, hospitals, industrial plants, the courthouse, FBI offices, city's planning and zoning department. Career Club members are given a taste of cultural life. They are taken to plays and ballet, symphony, art museum, musical theatre dress rehearsal, ice capades, and travelogs. Every phase of the Careers for Youth program is designed to show these children our middle-class standards of living and consequently give them something to aspire to. As Eli Schlossberg, President of the Board of Directors of Careers so aptly puts it into words "We feel that it's just as important as helping the kids find their way into worthwhile vocations. Being qualified to do some particular job is only part of it. Being able to get along with others in your profession or vocation--with others of your class -- is also important. Besides, we want these young people to get out into the community and see that such things as concerts, and plays have public acceptance and that people consider them important enough to want to work for."

Young people who find it difficult to continue in school due to lack of funds for textbooks may receive a book grant from Careers for Youth. Arizona is one of the few states that do not provide textbooks in the highschools and this is probably the largest single factor in the high drop-out rate among youngsters from low-economic families.

CAREERS FOR YOUTH BELIEVES in direct people-to-people contact of employers with young Negroes and Mexican-Americans. These children will be applying for jobs in the near future and the establishing of lines of communication between the two, in the early stages of preparation by these young people will remove any obstacles that might stand in the way of good employment in the future.

CAREERS FOR YOUTH is presently working with approximately 450 children in 11 elementary schools and 2 high schools. The program embraces children of Mexican heritage, Negroes and Anglo-Americans. Careers is giving unmotivated kids a dream that can come true.

Grace Gil-Olivarez, formerly
Staff Specialist with Careers
for Youth

***

SECTION 2

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***

'DOING'
(cont.)

We can't DO everything. But we can let them watch. Consider your own curriculum. Consider y your neighborhood, both immediate and local. Would it be worthwhile to visit the dairy a mile away? Why not walk down to the canal to listen, to watch and to paint? The Zoo is open, so visit it! What about the corner store? Is it rodeo time? And while we watch, let's talk. When we come back, let's discuss some more and write it down.

We teachers need to take advantage of everything that involves children doing or watching, for words pour out of experiences and vital concepts follow. Careful planning of preparatory and follow-up activities make all those experiences so much more rich than pictures and oral descriptions of content.

Gail Ora (Mrs. Gabriel) Sharp
5th Grade Teacher
Guadalupe School, Tempe, Ariz.

(Mrs. Sharp is a young mother of two little Indian girls. Her husband is a Mohave Indian. He is finishing his degree at ASU.)

**

DON'T FORGET -
The workshop, directed by Roby Leighton at Tucson!

.....More news from San Jose, Calif.

Dear Co-workers:

This conference is to be held from June 24 to July 12, 1963. It is to acquaint a group of elem. teachers, supervisors and administrators with the techniques of teaching a foreign language by the audio-lingual method.

The Rosenberg Foundation has provided funds for a limited number of scholarships.

I hope you will inform qualified persons of this opportunity.

Helen Heffernan
Chief Bureau of
Elementary Ed.
State of Calif.

***

Thanks to all our contributors to this months A B C NEWSLETTER.

SECTION 2

Gail Ora (Mrs. Gabriel) Sharp
5th Grade Teacher
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(Mrs. Sharp is a young mother of two little Indian girls. Her husband is a Mohave Indian. He is finishing his degree at ASU.)

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BIG PLANS ARE UNDERWAY FOR THE AEA CONVENTION.....

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CONFERENCE
on Teaching English as a Second LANGUAGE

Place: Mayfair Elementary School
San Jose, Calif.

Program: Teaching English as a Second Language

Demonstrations - Grade 2-8

Presentations - Cultural aspects of life among the Spanish-speaking people of California with special reference to the educational needs of the children by:
Margaret L. Sumner, Instructor of Sociology, San Jose
Representatives of Community groups.

Other Information:

Tuition - $34.50
Credit will be given in the Departments of Ed. & English

Write to: (more information)
Mrs. Afton Dill Nance,
Consultant in Elementary Ed.
721 Capitol Avenue
Sacramento 14, Calif.

I hope you will inform qualified persons of this opportunity.

Helen Heffernan
Chief Bureau of
Elementary Ed.
State of Calif.

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Thanks to all our contributors to this months A B C NEWSLETTER.